

**2026-2027  
Perkins V Funding  
Opportunities Webinar**

**GET THERE**

**Florida's Workforce Education Initiative**

**Division of Career and Adult Education  
(DCAE)**

**June 23, 2026**



# Perkins V Funding Opportunities Webinar Agenda

1. Welcome and Introductions
2. Florida's Vision for the Future of Career and Technical Education
3. An Overview of Perkins V: Key Reminders
4. Comprehensive Local Needs Assessment
5. Program of Study
6. Performance Accountability Measures
7. Federal Funding Information
8. Local Application Requirements
9. Submitting the Local Application
10. Questions

# 2026-2027 Funding Opportunities

## Perkins V: The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act

Postsecondary  
Secondary

**Due Date: Tuesday, June 30, 2026\***

Rural Innovation

**Due Date: Tuesday, June 30, 2026\***

**\*Applications are accepted after this date; however, the DOE 100A must be received by June 30 to have a July 1 grant start date.**



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# Welcome and Introduction

**Dr. Mark Baird, Associate Vice Chancellor  
Career & Technical Education and Apprenticeship  
Division of Career and Adult Education**

# Funding Webinar Perkins V Goals

- To provide funding opportunities for 2026-2027
- To provide pertinent programmatic information
- To provide updates related to Perkins V implementation
- To provide local application submission requirements



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# Florida's Vision for the Future of Career and Technical Education

**Bruce Harrington, Director**  
**Federal and State Initiatives**  
**Division of Career and Adult Education**

# Florida's Vision for Career and Technical Education

Florida is leading the nation in workforce education and Florida students are being prepared for jobs of the future.

- Florida is creating a workforce education system that provides economic opportunities for *every* Florida resident and supports the enhancement of Florida's economy.
- Secondary and postsecondary programs and credentials are aligned with the needs of high-growth, high-demand and high-wage careers.
- Drive an authentic collaboration between career and technical education stakeholders at the state and local levels.
- Implement Strengthening Alignment between Industry and Learning (SAIL) to 60 – an increase in college degree or certificate attainment to 60 percent of Florida adults by 2030.
- Perkins V funding is strengthening registered apprenticeship pathways.

# The Vision for Career and Technical Education in Perkins V

- **Strategic Use of Funds**

- Expanded permissible use of funds, including in middle grades and for registered apprenticeship and preapprenticeship related instruction.
- Greater financial flexibility at the state and local levels.

- **Clarity on Quality**

- Development of more rigorous standards to benefit students.
- Greater focus on an operationalization of work-based learning and programs of study.
- Increased focus on identifying and improving performance of all gaps, including for special populations.

- **Informed Local Decisions**

- The Comprehensive Local Needs Assessment (CLNA) mandates the use of data and stakeholder input to ensure funding is directed to programs with documented need in alignment with local workforce demand.
- The CLNAs will supplement the state's annual CTE audit, which will impact program offerings.

# Goals Guiding the Perkins V State Plan Development

<b>Goal 1</b>	Ensure all individuals have educational opportunities that meet the workforce development needs of local communities and the state.
<b>Goal 2</b>	Ensure all programs align with the technical and employability requirements of Florida's employers.
<b>Goal 3</b>	Recruit, support and retain qualified teachers, counselors and administrators to foster the highest level of student achievement.
<b>Goal 4</b>	Provide students with seamless career pathways by offering programs of study which result in credentials of value.
<b>Goal 5</b>	Engage industry partners to drive program innovation and work-based learning opportunities.
<b>Goal 6</b>	Provide comprehensive, career-focused counseling that allows students to make informed choices about their future.



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# An Overview of Perkins V: Key Reminders

**Bruce Harrington, Director  
Federal and State Initiatives  
Division of Career and Adult Education**

# What is the Purpose of Perkins?

The purpose of the Act is to further develop the academic knowledge and employability skills of secondary and postsecondary education students who elect to enroll in career and technical education programs and programs of study.

- Perkins is dedicated to increasing learner access to high-quality CTE programs of study.
- With a focus on systems alignment and program improvement, this law has been critical to ensuring programs meet the changing needs of learners and employers.

# Perkins V

- Comprehensive Local Needs Assessment (CLNA) performed every two years.
- The 2026-2027 application will reference the CLNA conducted in 2025-2026.
- Direct link required between results of CLNA and local application and annual budget.
- Increased stakeholder engagement and consultation at the state and local levels.
- Clarification and strengthening of Programs of Study (POS).
- Revised performance measures for accountability at both the state and local level.

# Comprehensive Local Needs Assessment (CLNA): What “Comprehensive” Means

- Student indicator performance, including disaggregated by subgroup and special populations;
- Size, scope and quality (SSQ) for all CTE programs;
- Labor market alignment (LMA) for all CTE programs;
- Implementation progress for programs and Programs of Study;
- Recruitment, retention and training of staff and faculty; and
- Access for all students.

# Programs of Study

- Eligible agencies are encouraged to increase the number of opportunities for students to participate in fully implemented Programs of Study.
- Programs of Study are defined in the Perkins Act.
- Additional components were added to Florida's definition.
- This will be discussed further in the next section.

# Programs of Study

- Agencies are strongly encouraged to develop additional programs into fully implemented Programs of Study.
- Agencies are **required** to have one fully implemented Program of Study as documented in the application.
- Only secondary institutions have an additional requirement to reach 75% of total CTE students enrolled in Programs of Study (POS).

# Perkins V Implementation Resources

- **Bill Text**
  - [www.congress.gov](http://www.congress.gov)
- **FDOE Perkins V Resources and Mailbox**
  - [www.fldoe.org/perkins](http://www.fldoe.org/perkins)
  - [Perkins@fldoe.org](mailto:Perkins@fldoe.org)
- **Advance CTE**
  - [www.Careertech.org/Perkins](http://www.Careertech.org/Perkins)
- **ACTE**
  - [www.acteonline.org/perkins-implementation](http://www.acteonline.org/perkins-implementation)



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# Comprehensive Local Needs Assessment Request for Application Questions Section 1

**Bruce Harrington, Director  
Federal and State Initiatives  
Division of Career and Adult Education**

# Tools to Complete the Request for Application

- The Perkins Implementation Guide includes detailed RFA guidance and can be found at [Perkins V](#).
- Previously recorded webinars on the CLNA are available at the [CLNA](#) page of the Division's website.
- Questions or assistance: [Perkins@fldoe.org](mailto:Perkins@fldoe.org)

# CNLA Workbook (Excel)

- Size, Scope and Quality (SSQ), Labor Market Alignment (LMA) and fundable programs are on a single sheet (Program Needs Assessment) in the CLNA Workbook.
- The CLNA Workbook may be downloaded from the Funding Opportunities page of the Division's website.
- Agencies must provide all required information and complete all sheets in the Workbook.
- Remember, to be fundable, a program must meet the SSQ and LMA requirements.
- Perkins FDOE Grants Forms were included in the Chancellor's email and will be available after this webinar with the recording.

# CLNA Workbook (Excel)

In addition to the Program Needs Assessment sheet, the following worksheet is included in the Workbook:

- Projected Equipment Purchases form.

Detailed instructions are included in the Workbook as well.

# Comprehensive Local Needs Assessment Reminders

- The CLNA is a biennial process:
  - The last required CLNA was in 2025-2026.
  - The next required CLNA will be conducted in the 2027-2028 program year (pending federal legislation).
  - The 2026-2027 application will reflect the findings of the 2025-2026 CLNA.

# CLNA-Related Narrative Questions

- This application reflects the 2025-2026 CLNA and related narrative questions can be found in Section 1 of the RFA.
- In addition, agencies are required to provide a **numbered list** of high-priority needs to be addressed with Perkins funds.
- The numbered lists will be used to link identified needs to budget line items.

# Numbering Identified Needs

In each CLNA-related narrative section, agencies are asked to “provide a numbered list (1, 2, 3, etc.) of the high priority need(s) that will be addressed...”

Purpose: Create a coding system that will be referenced in agency’s budget narrative section.

Priorities:

- Restart at “1” for each section.
- All plans and budget expenses should be trackable back to these numbers, though not all needs will necessitate budget expenses.
- In the Perkins V Budget Narrative Form, list these numbers, such as: “Section 1-C: iii Needs 1, 2 and 4.”
- The more needs included in these lists, the fewer updates needed during future Perkins applications and CLNAs.



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# Fundable Programs and Programs of Study Section 2

**Bruce Harrington, Director  
Federal and State Initiatives  
Division of Career and Adult Education**

# Part 2-A – Perkins Fundable Programs

- In the CLNA Workbook, ensure that fundable programs are identified as such in the appropriate column of the Program Needs Assessment worksheet.
- Indicate as "fundable" only those programs that meet all state requirements: (1) size, scope and quality, (2) labor market alignment and (3) a need identified in the agency's CLNA.

*A program does NOT need to be part of a Perkins-defined Program of Study to be funded.*

# Part 2-B – Programs of Study – Federal Perkins Requirements

A Program of Study is defined in Section 3(41) of Perkins V as:

“...a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- (A) incorporates challenging state academic standards, including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965,
- (B) addresses both academic and technical knowledge and skills, including employability skills,
- (C) is aligned with the needs of industries in the economy of the state, region, tribal community or local area,
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction),
- (E) has multiple entry and exit points that incorporate credentialing, and
- (F) culminates in the attainment of a recognized postsecondary credential.”

# Part 2-B – Programs of Study – Requirements from Florida’s Perkins State Plan

In addition to the requirements outlined in Section 3(41) of Perkins V, Florida’s Programs of Study are comprised of secondary and postsecondary programs that:

- Meet the requirements of the relevant CTE curriculum frameworks;
- Meet FDOE’s size, scope and quality criteria;
- Are seamlessly aligned through coordinated, non-duplicative sequences of academic and technical content that progress in specificity;
- Offer at least one opportunity within the Program of Study for accelerated credit through:
  - Dual enrollment,
  - Local or statewide articulation agreement,
  - Integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school;
- Are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary and business and industry; and
- Optionally, include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early.

## Part 2-B – Programs of Study

- Complete the Program of Study section of the Program Needs Assessment Worksheet in the CLNA Workbook, listing all currently implemented Programs of Study.
- Secondary: The list will be used to determine the percentage of CTE students enrolled in fully implemented programs of study in order to meet the Program of Study enrollment requirement.
- Postsecondary: The list will be used to analyze the utilization of programs of study and their impact on student success.

# Part 2-C – Template for the Submission of the 2026-2027 Primary Program of Study

- Eligible recipients must submit their annual required primary Program of Study for the current program year.
- Agencies must submit ONE primary Program of Study on the CURRENT form.
- The form is in Attachment B of the application.

# Part 2-C – Programs of Study Form

The simplified Program of Study form is now required. Previous versions of the form will not be accepted.

Program Name:		Program Code and/ or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	<i>Middle School:</i>			
	<i>High school:</i>			
Postsecondary	<i>Registered Apprenticeship:</i>			
	<i>Technical College/Center:</i>			
	<i>FCS Institution:</i>			
	<i>University:</i>			

# Part 2-C – Programs of Study Template – Accelerated Credit

Agencies must provide one or more opportunities for accelerated credit within the Program of Study. This can be at the secondary level or postsecondary level.

This can include:

- Dual enrollment;
- Local or statewide articulation agreement; or
- Integrated academic courses that include accelerated credit, such as
  - Advanced Placement (AP),
  - International Baccalaureate (IB),
  - Advanced International Certificate of Education (AICE), or
  - A College-Level Examination Program (CLEP) completed prior to the student graduating from high school.

# Part 2-D – Programs of Study – Advisory Council

- Requirement: All Programs of Study must have an advisory council to oversee local implementation.
- These advisory councils must include, at a minimum, representatives from secondary, postsecondary and business and industry.
- Councils may oversee a single Program of Study or multiple Programs of Study.



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# Performance Accountability Measures

**Dr. Brittany C. Ross, Senior Director  
Research and Evaluation  
Division of Career and Adult Education**

# Performance Measures

- Performance measures were redefined for Perkins V.
- Local agencies and the state are held accountable for the Perkins V measures.
- Local agencies will work with the state to accept or negotiate targets for each of the four years of the 2024-2028 State Plan.

# Performance Measures – Secondary

- Perkins V Concentrator: Students who earn two or more high school credits in a single career and technical education program or one high school credit and two dual-enrollment credits in a single career and technical education program.
- Measures focus on the following core areas for CTE concentrators:
  - 1S1 – Graduation Rate,
  - 2S1, 2S2 & 2S3 – Academic Proficiency (Reading/Language Arts, Mathematics and Science),
  - 3S1 – Post Program Placement,
  - 4S1 – Non-Traditional Program Concentration, and
  - 5S1 – Attained Postsecondary Credential.
- Both the graduation rate and academic proficiency measures are aligned with the accountability requirements of the *Every Student Succeeds Act* (ESSA) for similar measures.

# Performance Measures – Postsecondary

- Perkins V Concentrator:
  - Student who has earned at least 12 credits toward a college credit award type in the declared Program of Study OR completed a college credit program of less than 12 hours; or
  - Student who has completed or earned at least 360 hours of a clock hour program OR completed a program of less than 360 clock hours.
- Measures focus on the following core areas for CTE concentrators:
  - 1P1 – Postsecondary Placement,
  - 2P1 – Earned Recognized Postsecondary Credential, and
  - 3P1 – Non-Traditional Program Concentration.

# Performance Measures Resources

- Perkins local level reports are available via ShareFile for all years from 2017-2018 to the most recent program year.
- Additional resources for performance measures are posted on the Office of Research & Evaluation's [Perkins accountability](#) page on the Division's website.
- Includes:
  - Business Rules for calculating Perkins secondary and postsecondary accountability measures, and
  - All supplemental files needed to replicate agency level Perkins CAR data.

# Performance Measures – Local Performance Levels

- Agencies will be required to meet 90% of each target. For example, if a target was set at 100%, the agency would be required to meet or exceed a 90% performance rate.
- As in the past, failure to meet 90% of a target will lead to a required program improvement plan by the agency.
- Failure to meet 90% of a target does not currently result in fiscal consequences for the agency.
- Instances where a Local Education Agency (LEA) shows a consistent pattern of failure to submit student performance data as required may delay approval of funds until the LEA can demonstrate that local data reporting problems have been corrected.

# Performance Measures – Local Performance Levels

- Florida has accepted new state performance targets for the 2025-26 program year.
- All agencies must meet the set targets unless otherwise locally negotiated with the state Perkins office.

# Perkins State Targets/State Determined Performance Levels (SDPL)/Targets — Secondary

Measure	Baseline	SDPL 2023-24	SDPL 2024-25	Approved SDPL 2025-26
<b>1S1: Four-Year Graduation Rate</b>	95.73%	96.50%	96.00%	97.20%
<b>2S1: Academic Proficiency in Reading/Language Arts</b>	70.85%	71.75%	65.50%	64.60%
<b>2S2: Academic Proficiency in Mathematics</b>	59.95%	61.50%	68.40%	66.40%
<b>2S3: Academic Proficiency in Science</b>	73.08%	74.00%	68.50%	71.60%
<b>3S1: Post-Program Placement</b>	69.25%	71.00%	72.30%	72.20%
<b>4S1: Non-traditional Program Concentration</b>	41.74%	34.50%	34.70%	33.50%
<b>5S1: Program Quality – Attained Recognized Postsecondary Credential</b>	39.73%	41.00%	53.50%	63.0%

# Perkins State Targets/State Determined Performance Levels (SDPL) – Postsecondary

Measure	Baseline	SDPL 2023-24	SDPL 2024-25	Approved SDPL 2025-26
<b>1P1: Postsecondary Placement</b>	78.29%	79.25%	80.50%	82.10%
<b>2P1: Earned Recognized Postsecondary Credential</b>	54.21%	55.75%	58.60%	57.60%
<b>3P1: Non-traditional Program Concentration</b>	19.90%	21.50%	24.70%	24.90%



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# Federal Funding Information

**Dr. Claudia Campagnola, Bureau Chief  
Grants Administration and Compliance  
Division of Career and Adult Education**

# 2026-2027 Funding Allocations

**Secondary: \$34,413,700**

**Postsecondary: \$31,086,300**

**Rural Innovation: \$2,600,000**

# Reserve Allocation – Rural Innovation

Funds must be used to strengthen the connection between secondary and postsecondary education by requiring local eligible agencies to offer career and technical education Programs of Study focusing on one of the following priority areas:

1. Distance Learning,
2. Priorities of the Secondary or Postsecondary Comprehensive Local Need Assessment,
3. Entrepreneurship Education and Training Initiatives, or
4. Additional integration or support on the postsecondary credential of value to ensure all CTE programs continue to meet size, scope and quality.

# Reserve Allocation – Rural Innovation

1. Funded ONLY in conjunction with eligible recipients' Secondary or Postsecondary Perkins V grant application.
2. Rural innovation projects must prepare students for high-skill, high-wage and/or high-demand fields and align with at least one of the priority focus areas identified in this grant.
3. Rural areas are defined by the state and documented by the Rural Economic Development Initiative, known as REDI. This includes counties with designated rural communities located in an urban county.
4. No rural populated county or designated rural community in an urban county will receive less than \$25,000. The remainder of the funds are distributed proportionately by the number of individuals in the labor force for each of the rural counties.

# Reserve Allocation – Rural Innovation

5. Rural Innovation Grant funds must be used to support CTE programs offered by a school district, district postsecondary institution or Florida College System institution serving the county.
6. A signed local letter of agreement must be included in the grant application which outlines the allocation distributions for each local education agency.
7. If all eligible recipients for the county are unable to reach a fiscal agreement for allocation of funds prior to the application deadline of **Tuesday, June 30 2026**, eligible recipients must contact the Division of Career and Adult Education to negotiate an allocation based upon students in eligible programs offered in the county.



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# General State and Federal Requirements

**Dr. Claudia Campagnola, Bureau Chief  
Grants Administration and Compliance  
Division of Career and Adult Education**

# General Information

General Terms, Assurances and Conditions for Participation in Federal and State Programs

- Must be signed by current agency head.

Risk Analysis, if applicable *email to [FDOERiskAnalysis@fldoe.org](mailto:FDOERiskAnalysis@fldoe.org)*

- DOE 610 – School Districts, State Colleges, State Universities and State Agencies, or
- DOE 620 – Governmental and Non-Governmental Entities.

# General Information

## Payment Methods

- The funding method is designated by the approved method stated in the original DOE200 Award Notification.

## Financial Consequences

- Awarded projects are periodically reviewed based on the progress made on the activities and deliverables.
- Contractors that fail to meet and comply with the activities/deliverables established in the contract or to make appropriate progress on the activities and/or toward the deliverables, may receive a reduced payment, be required to redo the work or face termination.

# General Information

## Fiscal Records Requirements and Documentation

- Applicants must complete a Budget Narrative form. Budget pages must be completed to provide sufficient information to enable Florida Department of Education (FDOE) reviewers to understand the nature and reason for the line-item cost.
- All project recipients must submit a completed DOE399 form, Final Project Disbursement Report to the FDOE Comptroller's Office by the date stated on the DOE200 Award Notification.
- All accounts, records and other supporting documentation pertaining to costs incurred shall be maintained by the recipient for **five years**. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment and/or bank statements; time and effort logs for staff; salary/benefits schedules for staff.
- All documentation must be available upon request.

# General Information

## Executive Order 11-116

- Must utilize [E-Verify](#) system to verify employment of new employees hired.

## Executive Order 20-44

- Each grantee that annually receives 50% or more of their budget from the state or from a combination of state and federal funds shall provide FDOE with an annual report in the format required by FDOE.

# General Information

## Intellectual Property

- Items produced by or developed in connection with the grant/contract shall become the exclusive property of the state of Florida and may be copyrighted, patented or otherwise restricted as provided by Florida or federal law.

# Federal and State Requirements

## Fiscal Control:

- 2CFR 200 in the Uniform Administrative Requirement,
- Education Department General Administration Regulations (EDGAR), and
- Reference Guide for State Expenditures.

## Funding shall supplement, not supplant:

- Non-federal funds

## Equipment purchases:

- Uniform Grant Guidance (UGG),
- FDOE Equipment Form, and
- Rule 69I-72.002, Florida Administrative Code.

# Federal and State Requirements

- In accordance to UGG, Section 200.302 (b)(4) Internal Controls, regardless of cost, the agencies must maintain effective control and “safeguard all assets and assure that they are used solely for authorized purposes.”
- In order for FDOE to monitor effective internal controls, DCAE requires agencies to maintain adequate records of all single items \$1,000 to \$4,999. Items over \$5,000 must be inventoried, as outlined in UGG, Section 200.313 Equipment. Each agency will be required during the Quality Assurance and Compliance monitoring review to provide this information as requested.
- To ensure that FDOE adequately monitors equipment purchased with federal funds, applicants must record ALL equipment with a unit cost of \$5,000 or more on the Budget Narrative Form and on the Projected Equipment Purchases Form.

# Federal and State Requirements

## Administrative Costs

- Includes indirect cost
- Not to exceed **5%**
- Positions such as project coordinator, accountant, clerical staff or other positions not directly involved in instructional activities of students are considered administrative.
- Travel, equipment and supplies for administrators are also considered administrative costs unless used for the purpose of providing personnel professional learning directly related to career and technical education.

# Federal and State Requirements

## Records Retention

- Maintained for five (5) years from the last day of the program or longer if there is an ongoing investigation or audit.

## Data Privacy Requirement

- Students must be informed, in writing, that their personal and confidential information:
  - Will be shared only among the Perkins program partner staff and subcontractors;
  - Will be used only for the purpose of conducting an employment data match and that further disclosure of personal confidential information or records is prohibited; and
  - Will not be shared among Perkins core partners if the individual declines to share personal confidential information or records and that declining to share will not impact eligibility for services.



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# Local Application Requirements

**Bruce Harrington, Director**

Federal and State Initiatives

Division of Career and Adult Education

**Dr. Claudia Campagnola, Bureau Chief**

Grants Administration and Compliance

Division of Career and Adult Education

# 2026-2027 Perkins V Application

- The 2026-2027 application represents a continuation year of the agency's four-year local plan.
- The continuation grant application serves as the method to communicate any substantive changes to the agency's local four-year plan.
- Perkins V Implementation Guide can be accessed at: <http://fldoe.org/academics/career-adult-edu/perkins/>.

# Perkins V Local Application

## Section 1: CLNA and Stakeholder Engagement

- CLNA is required of all eligible recipients every two years.
- The fourth CLNA is in process and will be used to inform the 2026-2027 program year.

# Perkins V Local Application

## 2026-2027 Grant Application CLNA requirements:

- Size, Scope and Quality,
- Labor Market Alignment Information,
- Answer to narrative questions,
- Priority Needs - List in sequential number order (1, 2, 3, etc.), and
- CLNA conducted in 2025-2026.

## CLNA Workbook (Excel)

- Program Needs Assessment (Program Data; Size, Scope and Quality),
- Labor Market Alignment,
- Fundable Programs,
- Program of Study, and
- Equipment Forms
- Perkins FDOE Grant Forms (Excel)
  - DOE 100A Project Application Form
  - DOE Budget Narrative Form

# Perkins V Local Application

## CLNA Workbook

- Each agency will download a blank CLNA workbook from the [Perkins Funding Opportunities](#) page of the Division's website.
- Complete each tab (worksheet) in the workbook.
- Submit (upload) the completed workbook with grant application narrative into the online grant submission platform.

## Perkins FDOE Grant Forms

- The Perkins FDOE Grant Forms was included with the Chancellor's email.
- Will be available with the recording after the webinar.
- May be requested at [Perkins@fldoe.org](mailto:Perkins@fldoe.org).

# Perkins V Local Application

- Section 1-A: Comprehensive Local Needs Assessment Process.
- Section 1-B: Stakeholder Consultation Summary Table

# Perkins V Local Application

- Section 1-C: Size, Scope and Quality (SSQ)
  - i. Populate the CLNA Program Needs Assessment Worksheet in the CLNA and Perkins FDOE Grant Forms Workbook with the required SSQ information,
  - ii. Complete the narrative summaries, and
  - iii. List High-Priority SSQ Needs.
- Section 1-D: Labor Market Alignment
  - i. Populate the CLNA Program Needs Assessment Worksheet in the workbook with the required LMA information,
  - ii. List programs to be phased out (if applicable), and
  - iii. List programs considered for development.
- Section 1-E: Development and Implementation of CTE Programs and Programs of Study
  - i. Complete responses to the Program of Study table, and
  - ii. List high-priority CTE Programs and Programs of Study needs.

# Perkins V Local Application

- Section 1-F: Recruitment, Retention and Training of Teachers, Faculty and All Other Professionals
  - i. Complete the narrative summary table, and
  - ii. List High-Priority CTE Faculty and Staff Needs.
- Section 1-G: Evaluation of Performance on Perkins Accountability Measures
  - i. Complete the narrative summary table, and
  - ii. List High-Priority CTE Performance Needs.

# Perkins V Local Application

- Section 1-H: Progress Toward Implementation of Equal Access to High-Quality Career and Technical Education Courses and Programs of Study for All Students
  - i. Complete the narrative summary table, and
  - ii. List High-Priority Equal Access Needs.
- Section 1-I: Other Identified Needs from Comprehensive Local Needs Assessment (If Applicable)
  - i. List Other High-Priority Needs.

# Perkins V Local Application

## Section 2. Primary Program of Study and CTE Programs for 2026-2027

- Funds may be used to support CTE programs and activities that:
  - Meet size, scope and quality requirements,
  - Meet labor market alignment requirements, and
  - Meet a need identified in the agency's 2025-2026 Comprehensive Local Needs Assessment.

# Perkins V Local Application

## Section 2. Primary Program of Study and CTE Programs for 2026-2027

- Program of Study Requirements:
  - Secondary – the percentage of CTE students enrolled in fully compliant programs of study must meet the following thresholds:
    - 75% moving forward.
  - Postsecondary – must offer not less than one CTE Program of Study that meets all the state requirements
- See the Perkins V Implementation Guide and RFA (Attachment A) for additional information.

# Perkins V Local Application

- Section 2-A: Perkins Fundable Programs
  - Complete the Fundable Programs portion of the Program Needs Assessment worksheet, identifying all programs eligible for funding in the 2026-2027 program year.
- Section 2-B: 2026-2027 Programs of Study
  - Complete the Programs of Study column in the CLNA Program Needs Assessment Worksheet.

# Perkins V Local Application

- Section 2-C: Template for the Submission of the 2026-2027 Primary Program of Study (POS)
  - Submit annual Primary POS Template.
  - Template located in the RFA (Attachment B).
  - Prior Perkins IV template will not be accepted.
  - POS example is located in the Implementation Guide.
- Section 2-D: List of Advisory Council Members Overseeing the Primary Program of Study
  - List the members involved in the advisory council overseeing the agency's primary POS.
  - Complete the table in Section 2-D.

# Perkins V Local Application

- Section 2-E: Dissemination of Information on CTE Programs and POS
  - Describe agency's CTE Program course offerings and indicate if the course is part of a POS.

# Perkins V Local Application

## Section 3. Career Exploration and Guidance

- Section 3-A: Collaboration Related to Career Exploration and Guidance with Local Workforce Development Boards
  - Describe agency's collaboration with local workforce development boards and other local partnerships in the 2026-2027 program year.
  - Complete narrative questions i through iii.

# Perkins V Local Application

## Section 4. Continuous Academic Improvement and Academic Integration

- Section 4-A: Promote and Support Continuous Academic Improvement and Integration
  - Describe how your agency will promote continuous improvement in academic achievement of students and support the integration of academic skills.
  - Complete narrative questions i and ii.

# Perkins V Local Application

## Section 5. Access of Special Populations

- Section 5-A: Activities Related to Access for Special Populations as defined in the Perkins V Act
  - Describe how your agency will provide activities for special student populations to prepare for non-traditional skills, equal access and prevent discrimination.
  - Complete narrative questions i through iv.

# Perkins V Local Application

## Section 6. Opportunities for Work-Based Learning

- Section 6-A: Activities Related to Work-Based Learning opportunities
  - Describe how your agency will provide work-based learning opportunities and working with local businesses/industries to develop and expand work-based learning.
  - Complete narrative questions i through ii.

# Perkins V Local Application

## Section 7. Opportunities for Postsecondary Credit for Secondary Students

- Part 7-A: Activities Related to Postsecondary Education
  - Describe how your agency will provide the student with opportunities to gain postsecondary credit, dual or concurrent existing acceleration mechanisms.
  - Complete narrative question.

# Perkins V Local Application

## Section 8. Support CTE Personnel

- Section 8-A: Activities Related to Support for CTE Personnel
  - Describe how your agency supports and coordinates recruitment, preparation, retention, training and professional learning for CTE staff.
  - Complete narrative questions i and ii.

## Section 9. Performance of Special Populations and Subgroups

- Section 9-A: Activities Related to Performance of Special Populations and Subgroups
  - Describe how your agency will address performance gaps in special populations and identified subgroups.
  - Complete narrative question.

# Perkins V Local Application

- **Section 10. Accountability and Program Improvement**
- Section 10-A: Data Management Information System and Practices Identification of Performance Levels
  - Describe your agency's data management system related to:
    - Monitoring of program performance,
    - Data privacy,
    - Tracking students, and
    - Performance gaps within special populations.
  - Complete narrative question.

# Perkins V Local Application

## Section 11. Support Section for Reading Strategic Imperatives (FDOE Requirement)

- Section 11-A: Activities Related to Reading and Strategic Imperatives Included in the State Board of Education's K-20 Strategic Plan
  - Describe how the project will incorporate one or more of the goals included in the State Board of Education's K-20 Strategic Plan.
  - Complete the narrative question.
  - URL: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml>.

# Perkins V Local Application

## Section 12. Federal Programs – General Education Provisions Act (GEPA) (Federal Requirement)

- Section 12-A: Description of Process to Ensure Equal Access
  - Provide a concise, one-page description of the process to ensure equal access to, and participation of, students, teachers and other program beneficiaries with special needs
  - For details, refer to: <https://www.ed.gov/media/document/gepa-section-427-form-113507.pdf>.

# Perkins V Local Application

## Section 13. Budget Narrative Requirements and CTE Assurances Form

- Section 13-A: Complete **CTE Assurances Form** (See Attachment E) and
  - Complete **DOE Budget Narrative Form** (located in Perkins FDOE Grant Forms Workbook).
  - Budget Narrative Guidelines: PY 2026-2027 Local Plan Applications.

# Perkins V Budget Narrative Guidelines

## 2026-2027 Local Application

- Budget line items will be evaluated and approved based on the CLNA results and written narrative in the four-year local application to support direct alignment.
- Perkins V allows the eligible recipient to use funds to develop, coordinate, implement or improve CTE programs to meet the needs identified in the CLNA.
- Budget narrative must be included in application for the Fiscal Year 2026-2027 and be aligned with the CLNA high priority need(s) addressed in the narrative sections of this RFA.
- Budget items must align with approved fundable programs.
- Must complete and submit a signed CTE Assurances Form.

# Perkins V Budget Narrative Guidelines

- Eligible recipients must complete and submit the **Budget Narrative Form** in detail and ensure alignment with the following:
  - (Sec. 134) Comprehensive Local Needs Assessment Results,
  - (Sec. 135) Requirements for Uses of Funds, and
  - (Sec. 135) Size, Scope and Quality to be effective.
- Any budget line item for a **particular CTE program** must meet labor market alignment standards; therefore, each cost on the budget narrative form must provide program number or CIP number for the appropriate CTE program.

# Perkins V Budget Narrative Guidelines

Account Title	CLNA Need #	Program Number or CIP#	Requirements for Uses of Fund #
Salary	X	X	X
Benefits	X	X	X
Travel	X	X	X
Supplies	X	X	X
Equipment	X	X	X
Textbooks	X	X	X
Admin Cost/Indirect Cost	n/a	n/a	n/a

# Perkins V Budget Narrative Guidelines

- In the Perkins V DOE Budget Narrative Form list out these numbers, such as: “Section 1-C:iii Need 4.”
- Program Number or CIP number must be on the approved Fundable Programs section of your Excel Workbook.

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE, NARRATIVE, AND EXPLANATION	FTE	AMOUNT (whole \$)
####	###	<p>Salaries: Full-Time: Career Specialist responsible for advisory committees, student scheduling; career specialists work collaboratively with the ESE department to facilitate academic assistance to further the integration of academic, career and technical components and curriculum modifications and other support services collaborating with business partner.</p> <ul style="list-style-type: none"> <li>• Narrative Section, CLNA Need and Priority: Section 1 - C:iii Need 4; E:ii Need 2; F:ii Need 2</li> <li>• Program Number or CIP#: 123456789</li> <li>• Section 135: Requirement for the Uses of Funds: 1A; 2B; 5O; 5D</li> </ul>	1.0	\$59,000
####	###	Retirement		\$4,425
#####	###	FICA		\$1,586
####	###	Worker's Comp		\$1,054



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# Submitting the Local Application

**Dr. Claudia Campagnola, Bureau Chief  
Grants Administration and Compliance  
Division of Career and Adult Education**

# How to Submit the Grant Application

- Conditions for Acceptance
  - Request for Application is due **Tuesday, June 30, 2026**.
    - Applications are accepted after this date; however, the DOE 100A must be received by June 30 to have a July 1 grant start date.
  - Include assigned TAPS Number on any forms.
  - All required forms must have signatures by an authorized entity. FDOE will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.
  - Application must be submitted electronically via upload to the ShareFile folder for the appropriate TAPS#.

# How to Submit the Grant Application

## Application Review Criteria and Checklist

### 1. PDF File: Submission Naming Convention: XXX-Agency Name-SEC or XXX-Agency Name-POSTSEC

Program of Study Template

CTE Assurances Form

General Assurance (if applicable)

DOE610 Form (if applicable, *email to [FDOERiskAnalysis@fldoe.org](mailto:FDOERiskAnalysis@fldoe.org)*)

### 2. Word File: Submission Naming Convention: XXX-Agency Name-SEC or XXX-Agency Name-POSTSEC

Narrative Sections

Application Review Criteria and Checklist (last page)

### 3. CLNA Excel File: Submission Naming Convention: XXX-Agency Name-SEC or XXX-Agency Name-POSTSEC CLNA

Secondary and Postsecondary: CLNA Excel Workbooks

### 4. FDOE Grant Forms Workbook: Submission Naming Convention: XXX-Agency Name-SEC or XXX-Agency Name-POSTSEC GRANT

Secondary and Postsecondary: FDOE Grant Forms Workbooks

DOE 100A may be physically signed and uploaded as a fifth document to upload.

# How to Submit the Grant Application

- **Entitlements Grant Applications**

- Upload into OGM ShareFile using the appropriate TAPS# (example: XXB004).
- Follow guidelines of individual RFA and Application Review Criteria and Checklist.

# Narrative Section Response Format

- Entitlement applications must be submitted electronically to the online grant submission system.
  - FDOE will accept a scanned or PDF copy of a hardcopy signature as an electronic signature.
- Complete the narrative using the same sequence presented in the Narrative Components Sections.

# Resources

- [Green Book](#)
- [Division of Career and Adult Education Grants website.](#)
- [Uniform Grants Guidance \(UGG\)](#)
- [Reference Guide for State Expenditures](#)
- [Florida's Perkins V Four-Year State Plan](#)



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# Amendments

**Dr. Claudia Campagnola, Bureau Chief  
Grants Administration and Compliance  
Division of Career and Adult Education**

# Amendments

- Use the [Green Book](#) as guidance for amendments.
- Amendments should be clear and concise.
- Plan accordingly and submit your amendments as soon as you are aware that one is needed. **DO NOT WAIT.**
- The final date amendments will be accepted for the 2026-2027 grant period is **April 30, 2027.**

# Participant Questions



[www.FLDOE.org](http://www.FLDOE.org)

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